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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Big Question  | Why is Earth so angry? | How was the Battle of Britain a turning point in WWII? | Do we agree with Darwin's theory of evolution? | What were the Ancient Egyptian's most significant achievements? | | Why is the fishing industry so important to local communities? |
| Real Life Experiences  | Visitors from Shelter Box—a local charity | Visit from a serving member of the forces Visit to Cornwall War Museum | Making Clay fossils | Visit to Truro Museum | | Fisherman to visit with a range of fish Field trip to the Fishing village of Mevagissey to visit the museum, aquarium and take a boat trip |
| Environment and Community  | Fundraising event for Shelterbox | Remembrance parade - visit to the war memorial. Visit St Dennis Cemetery to see the Commonwealth War Graves Understand the Poppy appeal and support with fundraising | Fundraising for end of Year 6 celebrations | Litter pick of the school field before the field opens for use in the Summer. | | Look at Hugh Fearnley-Whittingstall's 'Fish Fight'. Research the 'Save our Seas' campaign about plastic pollution that is choking our seas and killing marine wildlife Beach clean |
| English  | Storytelling Fiction: Impossible Novel Study: Holes by Louis Sachar Writing linked to the wider curriculum: Non-chronological reports about earthquakes (Geography) | Storytelling (Film) Fiction: Beyond the lines Novel Study: When the Sky Falls by Phil Earle Writing linked to the wider curriculum: Diary writing of evacuees (History) | Storytelling Fiction: One Smart Fish by Christopher Wormell Novel Study: Skellig by David Almond Writing linked to the wider curriculum: Biography of Charles Darwin (Geography) | Storytelling Fiction: The Egyptian Cinderella by Shirley Climo Novel Study: Secrets of a Sun King by Emma Carroll Writing linked to the wider curriculum: Instructions on mummification (History) | Revision for SATs | Storytelling (Film) Fiction: The Lighthouse Novel Study: White Dolphin by Gill Lewis Writing linked to the wider curriculum: Persuasive leaflet about the features of Mevagissey (Geography) |

St Dennis Primary Academy – Long Term Plan

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| Maths  | Number: Place Value Number: Addition, Subtraction, Multiplication and Division Number: Fractions A Number: Fractions B Number: Decimals | | Number: Fractions, Decimals and Percentages Measurement: Perimeter, Area and Volume Measurement: Converting Units Geometry: Properties of Shape Geometry: Position and Direction | | Statistics Number: Ratio Number: Algebra | |
| Science  | Physics: Electricity | Physics: Understand light and seeing | Biology: Understand evolution and inheritance | Biology: Understand animals and humans | Biology: Investigate living things | |
| History  | | | Enquiry Question: How was the Battle of Britain a turning point in WWII? NC: World War II – a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 Themes: Conflict | | | Enquiry Question: What were the Ancient Egyptian’s most significant achievements? NC: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt Themes: Culture and pastimes / Location |
| Geography  | Unit: Volcanoes and Earthquakes Fieldwork: virtual fieldwork to the centre of the Earth and locations where earthquakes have occurred. | | Unit: Darwin’s Voyage Fieldwork: Visit to Newquay Zoo – using world map – locate where the animals have come from in the world. Describing the climate zone, they have come from. | | Unit: Local Study – Fishing industry Fieldwork: Visit to Mevagissey – how a region meets a community’s needs | |
| Physical Education and Sport  | PE: REAL PE (Personal) Sport: Football | PE: REAL PE (Social) Sport: Tag Rugby | PE: REAL Dance (Cognitive) Sport: Hockey | PE: REAL PE (Creative) Sport: Cricket | PE: REAL PE (Physical) Sport: Tennis | PE: REAL PE (Fitness) Sport: Athletics |
| Religious Education  | Why do Hindus want to be good? (Unit 39) | GOSPEL: Christians and how to live: what would Jesus do? (Unit 37) | CREATION/FALL: Creation and science, | SALVATION: What difference does the | KINGDOM OF GOD: For Christians, what kind of King is Jesus? (Unit 41) | Why do some people believe in God and some do not? How does faith |

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| | | | conflicting or complimentary? (Unit 34) | resurrection make to Christians? (Unit 40) | | help people when life gets hard? (Unit 42) |
| Art  | <p>Techniques: Drawing, painting, collage and sculpture</p> <p>Outcomes: Sketches and examples of artworks to create a disaster painting / collage, 3D volcanic landscapes</p> <p>Artist: Stephanie Peters</p> | <p>Techniques: Drawing, painting and collage</p> <p>Outcomes: Propaganda posters, Blitz landscapes, Re-creating 'The Scream'.</p> <p>Artist: Edvard Munch Abram Games, Fougasse aka Cyril Kenneth Bird, Paul Nash</p> | <p>Techniques: Drawing and sculpture</p> <p>Outcomes: Drawings in style of Conrad Martens and Leonardo da Vinci. Clay fossils,</p> <p>Artist: Leonardo da Vinci, Conrad Martens</p> | <p>Techniques: Drawing and sculpture</p> <p>Outcomes: Drawings and sculptures of Egyptian artefacts</p> <p>Artist: Ancient Egyptian art</p> | | <p>Techniques: Drawing, painting, printing and sculpture</p> <p>Outcomes: Drawings, paintings and willow sculptures of fish. Abstract print designs</p> <p>Artist: Patrick Heron, Anna aka Anna and the Willow</p> |
| Design Technology  | <p>Area: Electrical Systems</p> <p>Unit: Steady hand game</p> <p>Composite: Make and test a circuit incorporating it into the base of their game</p> | <p>Area: Textiles</p> <p>Unit: stockings</p> <p>Composite: Cut, pin, sew and decorate a stocking</p> | <p>Area: Mechanical systems</p> <p>Unit: Automata</p> <p>Composite: Produce an automata frame linked to biomes</p> | | | <p>Area: Food</p> <p>Unit: Come Dine with me</p> <p>Composite: Design and then prepare a 3-course meal</p> <p>Area: Structures</p> <p>Unit: Playgrounds</p> <p>Composite: Design and create a model of a new playground featuring five apparatus, made from three different structures</p> |
| Music  | <p>Charanga; Music and technology</p> | | <p>Charanga: Happy</p> | | <p>Charanga: You've Got A Friend</p> | |
| Computing  | <p>Computing systems and networks: Communication and collaboration</p> <p>Natterhub: Balance it Question it</p> | <p>Creating Media: 3D modelling</p> <p>Natterhub: Feel it</p> | <p>Data and Information: Introduction to spreadsheets</p> <p>Natterhub: Secure it</p> | <p>Programming: Variables in games</p> <p>Natterhub: Chat it</p> | <p>Programming Sensing movement</p> <p>Natterhub: Think it</p> | <p>Creating media: Webpage creation</p> <p>Plus: Using the micro:bit for primary to secondary transition</p> <p>Natterhub: Learn it</p> |

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| <p>PSHE</p>  | <p>Emotional Literacy: Introduction to the Zones Whole School Focus: Stay Safe Week Black History Month Brook Learn Different types of families Healthy and harmful relationships</p> | <p>Emotional Literacy: Understanding Myself and Others Whole School Focus: Anti-Bullying Week NSPCC PANTS Brook Learn Keeping your body safe Consent</p> | <p>Emotional Literacy: Identifying and Naming Emotions Whole School Focus: Drug and Alcohol Education Safer Internet Day Brook Learn Spending decisions Exploring risk in relation to gambling</p> | <p>Emotional Literacy: Managing Triggers and Sensory Needs Whole School Focus: Money and Careers Week Brook Learn Online friendships and keeping safe Skills for using the Internet safely</p> | <p>Emotional Literacy: Building a Personal Toolbox Whole School Focus: Environment Week Brook Learn Social media Feelings and common anxieties when changing schools Changes from primary to secondary school</p> | <p>Mind it</p> <p>Emotional Literacy: Using Tools Independently Whole School Focus: RSE Week Healthy Week</p> |
| <p>Languages - Spanish</p>  | | <p>Phonics and Pronunciation Lesson 3/4 En El Colegio <i>(At School)</i></p> | | <p>El Din De Semana <i>(The Weekend)</i></p> | | <p>Yo En El Mundo <i>(Me in the World)</i></p> |